



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2424 E. Maren Drive, Chandler, AZ 85249

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Excelling  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Janis K. Weyenberg  
Schedule : 07:00 AM to 04:30 PM  
Grades : K-6  
Web Address : weyenberg.jan@chandler.k12.az.us  
Phone Number : (480) 883-4500  
Fax Number : (480) 883-4520  
E-mail : weyenberg.jan@chandler.k12.az.us

### Mission

Our mission at Jane Dee Hull Elementary School is to provide students with the knowledge, skills, and attitudes necessary to be lifelong learners and responsible citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will exceed one year's growth in reading, language, and mathematics as measured by district and norm-referenced tests.
- ü The Hull Elementary School staff will actively seek ways to implement programs designed to involve parents and the community.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1128  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 31

### Instructional Programs

- ü Technology
- ü On-site Special Education
- ü After School Classes
- ü The Arts
- ü Gifted Classes
- ü Tutoring

### Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

### Shared Responsibilities

#### School

We provide a quality education to further each child's intellectual, social, physical, and moral growth. Hull's programs and practices will foster the development of sound character, self-worth, creativity, democratic values, and self-discipline.

#### Parents

Parents are viewed as partners. Their support and involvement is essential. Parents take an active role in their child's school life. We expect students to attend school regularly, dress appropriately, act responsibly, and be prepared for class.

### Transportation Policy

Hull's attendance area is four square miles. Bus transportation is provided for students living more than one mile from school. Students being transported are provided with a copy of the school bus rules and are to obey the driver's instructions.

### School Honors

#### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Clean School Award	2005
ü Apple Achievement Award	2005
ü Artist-in-Residence Grant	2005
ü Channel 3 Silver Apple Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	2484	80010	92	97	99	498	465	447	NA	5	10	2	11	18	42	53	53	56	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	1199	38935	95	97	99	494	466	447	NA	4	9	4	12	19	44	54	55	52	30	17
Male	82	1281	40974	88	96	98	502	465	448	NA	6	11	1	11	18	39	52	52	60	31	19
African American	10	138	4201	91	97	99	NA	443	430	NA	4	17	NA	26	23	NA	56	51	NA	14	9
Hispanic	23	767	34545	96	96	99	487	441	432	NA	12	14	4	20	24	48	54	53	48	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	122	1395	35142	91	97	99	505	479	465	NA	2	5	2	6	11	34	52	56	65	40	28
Students with Disabilities	10	312	10161	42	89	93	NA	436	419	NA	15	28	NA	24	28	NA	47	36	NA	14	8
Students without Disabilities	157	2172	69849	100	98	100	498	469	451	NA	4	7	3	10	17	41	54	56	56	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	17	727	39029	94	94	98	482	439	432	NA	12	14	12	23	25	47	52	52	41	14	9
Non-Economically Disadvantaged	150	1757	40981	92	98	100	500	476	462	NA	2	6	1	7	13	41	53	54	57	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	172	2477	79438	95	97	98	498	467	451	NA	5	9	6	17	24	60	61	56	34	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	1201	38775	98	97	99	501	475	457	NA	3	7	7	14	22	56	61	58	37	21	13
Male	85	1272	40560	91	96	97	495	460	446	NA	7	12	6	19	25	64	60	54	31	13	9
African American	10	137	4178	91	96	98	NA	452	439	NA	8	13	NA	26	29	NA	55	52	NA	11	6
Hispanic	23	763	34297	96	95	98	484	440	434	NA	12	14	9	30	31	70	51	50	22	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	127	1391	34887	95	97	98	503	482	471	NA	2	4	5	9	15	57	66	63	38	23	18
Students with Disabilities	15	303	9588	63	86	88	467	431	416	NA	18	30	27	32	32	53	45	34	20	5	5
Students without Disabilities	157	2174	69850	100	98	100	501	472	456	NA	3	7	4	15	23	61	63	59	35	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	18	727	38685	100	94	97	489	437	435	NA	12	14	28	32	32	33	50	50	39	5	5
Non-Economically Disadvantaged	154	1750	40753	94	98	99	499	480	467	NA	2	5	4	11	16	63	65	62	33	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	181	2518	79971	100	98	99	446	444	423	2	4	8	28	27	41	68	65	49	2	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	1214	38974	100	98	99	459	457	437	1	3	5	18	20	33	78	72	57	2	6	4
Male	92	1300	40895	99	98	98	434	432	410	3	5	10	37	34	47	59	58	41	1	3	2
African American	11	140	4203	100	99	99	439	436	411	NA	5	11	45	31	45	55	62	43	NA	1	2
Hispanic	24	776	34481	100	97	99	458	424	410	NA	7	10	25	36	46	75	55	43	NA	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	133	1415	35150	99	99	99	447	453	437	2	2	5	26	22	35	69	70	56	2	5	5
Students with Disabilities	24	339	10258	100	96	94	409	406	377	8	12	23	46	47	51	46	40	25	NA	1	1
Students without Disabilities	157	2179	69713	100	98	100	452	450	429	1	3	5	25	24	39	71	69	52	2	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	18	738	38994	100	95	98	436	420	409	6	8	10	33	39	47	56	51	41	6	2	1
Non-Economically Disadvantaged	163	1780	40977	100	100	100	447	454	437	2	3	5	28	22	34	69	71	56	1	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	2509	80147	94	98	99	524	508	482	3	5	11	3	10	17	42	45	49	52	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1186	39281	96	98	99	530	509	483	2	4	9	2	9	17	38	44	50	58	43	24
Male	84	1320	40780	92	97	98	520	506	482	4	6	12	4	10	17	45	46	48	48	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	18	756	33494	100	98	99	512	482	466	6	10	15	NA	19	23	61	48	49	33	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	NC	23	4117	NC	96	96	NC	471	456	NC	17	19	NC	13	27	NC	52	46	NC	17	8
White	117	1453	36122	93	97	99	527	521	501	2	2	5	3	5	10	39	44	50	56	50	35
Students with Disabilities	11	335	10295	50	89	92	528	469	443	NA	17	33	NA	22	26	45	45	33	55	16	8
Students without Disabilities	138	2174	69852	100	99	100	524	513	488	3	3	7	3	8	16	42	45	51	52	45	26
Limited English Proficient Students	--	201	12722	--	98	97	--	442	441	--	26	27	--	32	33	--	38	37	--	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	10	689	38371	91	96	97	NA	475	465	NA	11	15	NA	20	23	NA	52	49	NA	17	13
Non-Economically Disadvantaged	139	1820	41776	94	98	100	526	520	498	1	2	6	2	5	11	42	42	49	55	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	2503	79686	97	97	98	501	486	470	2	7	11	11	16	24	66	64	57	21	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1183	39163	99	98	99	516	492	475	1	5	9	NA	14	22	72	66	60	27	15	10
Male	88	1317	40438	97	97	97	489	480	465	2	8	13	19	18	25	61	62	54	17	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	18	752	33299	100	98	98	492	459	452	NA	16	17	22	27	32	61	52	47	17	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	NC	23	4087	NC	96	96	NC	445	446	NC	9	16	NC	52	38	NC	39	44	NC	NA	2
White	123	1452	35914	98	97	98	503	500	489	2	2	5	10	10	15	67	70	67	22	18	14
Students with Disabilities	16	330	9808	73	88	87	482	447	432	NA	22	35	19	30	32	63	41	30	19	6	3
Students without Disabilities	139	2173	69878	100	99	100	503	491	475	2	4	8	10	14	23	66	68	61	22	14	9
Limited English Proficient Students	--	197	12594	--	96	96	--	415	422	--	45	34	--	38	45	--	17	21	--	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	11	685	38095	100	96	97	471	452	452	9	17	17	18	31	32	73	50	48	NA	2	3
Non-Economically Disadvantaged	144	1818	41591	97	98	99	503	498	486	1	3	6	10	10	16	65	70	65	23	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2539	80372	100	99	99	498	492	475	1	2	4	19	20	30	75	74	64	5	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1200	39452	99	99	99	515	503	488	1	2	3	6	13	22	84	80	72	9	5	3
Male	92	1336	40836	100	98	98	486	482	464	NA	3	6	28	27	37	70	68	56	2	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	18	763	33608	100	99	99	480	471	462	NA	4	6	22	31	36	78	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	NC	23	4128	NC	96	97	NC	468	464	NC	4	4	NC	35	39	NC	61	56	NC	NA	1
White	126	1474	36213	100	99	99	501	502	489	1	1	2	17	14	22	75	80	72	6	5	3
Students with Disabilities	21	357	10526	95	95	94	474	455	427	5	5	15	29	50	53	62	45	31	5	1	1
Students without Disabilities	138	2182	69846	100	99	100	502	497	482	NA	2	3	17	15	26	78	79	69	5	4	2
Limited English Proficient Students	--	203	12747	--	99	97	--	430	432	--	12	12	--	54	52	--	34	36	--	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	11	696	38521	100	97	98	471	465	461	NA	4	6	55	38	38	45	57	55	NA	1	1
Non-Economically Disadvantaged	148	1843	41851	100	100	100	500	502	489	1	1	3	16	14	22	78	80	72	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	2492	79306	87	98	99	551	526	504	1	6	13	2	11	20	46	52	49	51	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1246	38845	92	97	99	551	527	505	2	6	11	1	10	20	47	53	50	49	31	18
Male	76	1243	40383	81	98	98	551	525	504	NA	7	14	3	12	19	45	51	47	53	30	19
African American	11	168	4171	85	98	98	547	511	485	NA	12	20	NA	18	26	55	51	44	45	20	10
Hispanic	16	722	32673	89	98	99	533	502	487	NA	11	18	NA	20	25	69	53	46	31	15	10
Asian/Pacific Islander	11	172	2147	92	100	99	553	553	539	NA	2	5	9	3	10	36	45	46	55	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	122	1400	36234	87	97	99	554	537	523	2	3	6	2	6	13	43	53	52	54	38	28
Students with Disabilities	NC	352	10286	NC	88	91	NC	476	462	NC	27	41	NC	28	27	NC	38	27	NC	8	5
Students without Disabilities	155	2140	69020	100	99	100	551	533	510	1	3	9	2	8	18	46	54	52	51	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	NC	673	37437	NC	97	97	NC	499	486	NC	12	19	NC	22	26	NC	53	46	NC	13	9
Non-Economically Disadvantaged	153	1819	41869	88	98	100	552	536	521	1	4	7	2	7	14	44	52	51	52	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	173	2499	79000	93	98	98	521	504	489	3	6	10	6	16	24	69	65	58	21	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	1252	38774	97	98	99	527	510	494	3	4	7	3	13	22	69	68	61	25	15	10
Male	84	1244	40150	89	98	98	515	498	485	4	7	12	10	19	25	70	62	55	17	12	8
African American	12	170	4153	92	99	98	519	495	476	NA	6	13	8	19	30	67	67	53	25	8	4
Hispanic	18	719	32508	100	98	98	516	481	472	NA	10	15	6	29	33	72	55	49	22	6	3
Asian/Pacific Islander	12	172	2142	100	100	99	507	517	510	NA	3	4	8	9	14	83	72	67	8	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	130	1407	36135	93	98	98	523	516	508	5	3	4	6	10	14	68	69	67	22	17	15
Students with Disabilities	18	358	9991	58	90	88	471	458	449	22	23	33	33	40	36	44	34	29	NA	3	2
Students without Disabilities	155	2141	69009	100	99	100	527	511	495	1	3	6	3	13	22	72	70	62	23	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	10	672	37234	77	97	97	NA	479	472	NA	11	15	NA	30	33	NA	53	50	NA	6	3
Non-Economically Disadvantaged	163	1827	41766	94	98	99	522	513	505	4	3	5	6	11	16	68	69	65	22	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	182	2528	79611	98	99	99	541	514	496	NA	4	7	12	24	37	87	71	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	1263	39016	100	99	99	553	526	511	NA	3	4	3	17	29	95	79	66	2	1	1
Male	90	1262	40519	96	99	98	528	503	482	NA	5	10	20	31	44	80	63	46	NA	0	0
African American	12	171	4188	92	99	98	539	514	486	NA	4	9	8	20	40	92	76	50	NA	NA	0
Hispanic	18	726	32855	100	99	99	536	491	481	NA	7	10	6	37	43	94	55	47	NA	1	0
Asian/Pacific Islander	12	172	2149	100	100	100	552	526	519	NA	5	4	8	15	24	92	78	70	NA	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	137	1426	36380	98	99	99	541	525	511	NA	2	4	12	19	30	86	78	65	1	1	1
Students with Disabilities	28	387	10664	90	97	94	488	461	440	NA	14	23	57	53	54	43	32	22	NA	1	1
Students without Disabilities	154	2141	68947	99	99	100	550	523	504	NA	2	4	3	19	34	95	78	61	1	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	12	679	37626	92	98	98	522	489	479	NA	8	10	17	39	45	83	53	45	NA	1	0
Non-Economically Disadvantaged	170	1849	41985	98	100	100	542	523	511	NA	3	4	11	19	30	88	78	65	1	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2387	79327	90	98	98	559	543	518	1	11	19	9	12	20	57	49	46	33	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1181	38961	95	98	98	556	545	520	NA	9	16	11	12	20	55	50	48	34	29	16
Male	76	1202	40295	84	97	97	562	541	516	1	12	21	7	12	19	59	49	44	33	27	16
African American	12	162	4247	92	98	98	539	520	499	NA	13	27	17	22	24	67	52	41	17	13	8
Hispanic	19	687	32327	90	98	98	548	510	499	NA	22	27	26	21	25	42	45	41	32	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	116	1351	36373	89	97	98	560	558	538	1	5	10	6	7	14	60	52	52	33	36	25
Students with Disabilities	NC	316	9321	NC	88	87	NC	490	467	NC	35	54	NC	23	22	NC	35	21	NC	7	3
Students without Disabilities	152	2071	70006	99	99	100	560	550	524	1	7	14	8	11	19	57	51	49	34	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	18	637	37097	86	97	97	542	504	498	6	26	27	11	22	25	72	43	41	11	10	7
Non-Economically Disadvantaged	141	1750	42230	90	98	99	561	556	535	NA	5	11	9	9	15	55	52	50	36	35	24

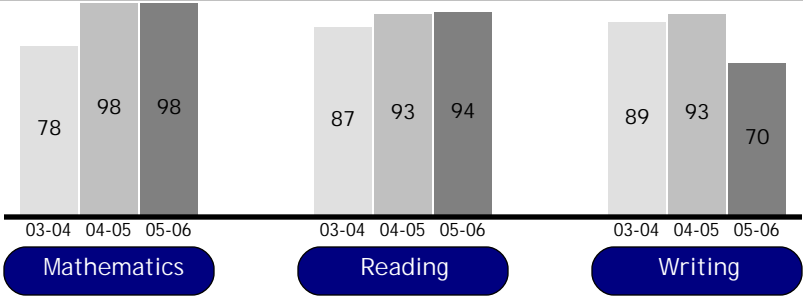
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	166	2389	79501	94	98	98	530	513	497	1	6	10	7	17	25	85	70	60	8	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1180	39062	98	98	99	533	518	502	NA	5	8	5	14	23	87	74	64	8	8	5
Male	81	1205	40368	90	97	98	527	508	491	1	7	13	9	21	27	83	65	57	7	7	3
African American	12	162	4279	92	98	99	508	494	485	NA	9	14	8	28	30	92	60	54	NA	2	2
Hispanic	20	684	32389	95	98	98	518	487	478	5	14	16	10	30	34	80	53	48	5	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	122	1356	36446	94	98	99	533	526	516	NA	2	4	7	10	15	85	78	73	8	9	7
Students with Disabilities	14	318	9411	58	88	88	491	469	453	7	24	36	36	38	36	57	35	26	NA	3	1
Students without Disabilities	152	2071	70090	99	99	100	533	519	502	NA	3	7	4	14	24	88	75	65	9	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	20	634	37183	95	96	97	506	481	479	5	17	16	10	32	34	85	49	49	NA	2	1
Non-Economically Disadvantaged	146	1755	42318	94	98	99	533	524	513	NA	2	5	6	12	17	85	77	70	9	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	175	2426	80000	99	99	99	596	582	564	NA	2	3	1	5	11	77	75	75	22	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	1192	39288	99	99	99	608	595	579	NA	1	2	NA	3	6	65	70	77	35	26	16
Male	89	1230	40644	99	99	98	583	569	549	NA	3	4	2	7	15	89	80	74	9	10	7
African American	12	164	4307	92	99	99	587	577	551	NA	1	4	NA	7	13	83	79	75	17	14	7
Hispanic	21	694	32672	100	99	99	590	557	548	NA	4	4	NA	11	14	86	76	76	14	9	6
Asian/Pacific Islander	10	160	1945	100	99	99	NA	605	592	NA	1	1	NA	1	4	NA	67	69	NA	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	129	1381	36602	99	100	99	595	593	579	NA	1	2	2	2	7	78	75	75	21	21	16
Students with Disabilities	23	346	9919	96	96	93	567	533	505	NA	5	9	4	20	35	87	71	54	9	4	2
Students without Disabilities	152	2080	70081	99	100	100	600	590	571	NA	1	2	1	3	7	76	76	79	24	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	20	644	37534	95	98	98	589	552	547	NA	4	4	5	13	15	80	77	76	15	7	5
Non-Economically Disadvantaged	155	1782	42466	99	100	100	596	593	578	NA	1	2	1	3	7	77	74	75	23	22	16

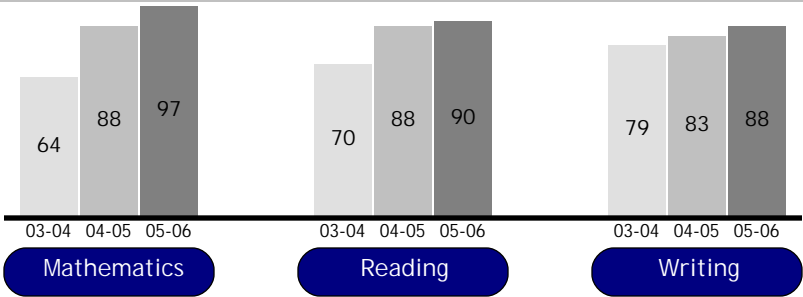
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	67	NA	58	99	62	53	47	90	65	56	46
	Language	99	61	58	50	99	63	52	47	90	68	59	48
	Mathematics	100	81	71	64	99	72	58	50	92	76	65	52
3	Reading	97	63	NA	55	100	64	54	44	95	76	58	46
	Language	97	72	66	61	100	61	52	44	100	72	56	46
	Mathematics	97	76	66	61	100	71	61	51	92	82	63	52
4	Reading	98	75	NA	56	100	61	56	48	97	67	61	52
	Language	99	67	59	52	100	62	56	49	100	67	63	52
	Mathematics	99	70	68	61	100	66	62	53	94	78	72	58
5	Reading	98	67	NA	55	100	68	57	50	93	75	65	56
	Language	99	60	56	49	100	68	58	50	98	75	63	54
	Mathematics	99	71	69	63	100	62	58	49	87	76	65	52
6	Reading	100	72	NA	56	100	71	60	51	94	75	67	56
	Language	100	67	57	48	100	68	55	47	99	73	59	50
	Mathematics	100	81	74	66	100	73	63	52	90	80	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

## Council Duties

- ü Parent/Educator Relationships
- ü School Safety Issues
- ü Textbook Selection
- ü Extracurricular Activities
- ü Curriculum Development
- ü Technology

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	53.50
Other Professional Staff	4.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	5	0	0
4 to 6 years	4	3	0	0
7 to 9 years	3	3	0	0
10 or more years	8	22	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	141
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- ü Two Multimedia Technology Labs
- ü Media Center

## Extracurricular Activities

- ü Technology Clubs
- ü Art Masterpiece
- ü Tutoring
- ü After School Clubs
- ü Student Council
- ü Ambassador Club
- ü Safety Patrol
- ü Flag Corp

## Social Services

- ü After School Programs
- ü Health Services
- ü Church Services
- ü Lunch Program

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Students in K-6 have exceeded one year's growth in reading, language, and mathematics as measured by district and norm-referenced tests.
- ü Students in each grade level use technology as a tool to supplement their learning.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Hull promotes a safe, orderly learning climate. The following procedures are in place: Monthly fire drills; quarterly lockdown drills; badges worn by staff; volunteers sign-in and wear badges; district security visits daily; and a Crisis Management Plan is in place.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Janis K. Weyenberg	(480) 883-4500
Transportation Policy	Constance Draper	(480) 812-7275
Community Resources	Janis K. Weyenberg	(480) 883-4500
School Nutrition Programs	Cathy Brown	(480) 812-7275
Parent Organization	K. Brewer/C. Brugman	(480) 883-4500
Student Health/Nurse	Janet Liles	(480) 883-4500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.